

PSYC 850 - Teaching Practicum in Psychology

Offered: Summer/Fall 2011

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BACKGROUND INFORMATION

Catalog Description: Workshop in effective teaching of selected undergraduate psychology courses. Required of and designed to guide graduate teaching assistants assigned to teach undergraduate course (not a lab) for first time. Topics include course planning, syllabus development, lecture resources, effective lecturing skills, use of audio visuals, leading of classroom discussion, construction and grading of exams, student writing, instructional technology, and handling of student questions and problems. Individual critiques of teaching.

Course Objectives/Goals: The objectives of this class are to help you to prepare your first independent course offering and to support you during that process. During the semester, you should feel that you have places to get information that you need; by the end of the semester, you should feel competent to manage well all aspects of teaching an undergraduate college course.

Approach: The class will begin with class meetings during the summer when you are developing your syllabus. It will continue through the fall semester as you are teaching to provide you with opportunities for shared support, troubleshooting, and tips and tricks to be used in the classroom.

Class structure: This class has a nontraditional meeting schedule. Two meetings will occur the summer before the start of the semester. These pre-semester meetings are to assist with syllabus development and preparation for the course. After that, meetings will occur once per week. The usual format for meetings beyond the first two will be a presentation followed by open discussion of problems, difficulties, suggestions, advice, etc. The most important feature of this course is regular access to a faculty member experienced in teaching, for advice, direction, questions, problems, etc. There will also be an observation of your teaching, including comments and suggestions for improvement.

TENTATIVE LISTING OF CLASS MEETINGS AND TOPICS

Meeting #	Topic
1	Organizing a course; development of syllabus; grading. Sources of information; writing and delivering a lecture; pedagogical skills; key elements of <u>effective</u> teaching; technology in teaching. University policies: where you do and don't have leeway in teaching
2	The first week of classes; student qualifications and expectations; handling problems
3	Effective use of audiovisual materials; developing materials and integrating into lecture
4	Beyond Lecture Notes: knowing your topic well; tangents and excursion; questions and discussion as teaching methods
5	Developing and grading tests - what do you want students to learn? Fact, reasoning, integration. Student writing - essay exams and papers
6	After an exam - handling questions, effective feedback Identifying/resolving student gaps in understanding

7	Critiques of teaching styles (class visits)
Remaining weeks	Topics as desired, to include, e.g., teaching as learning - evaluating your own weaknesses; planning a final exam and preparing students for exams

Course requirements/grading: Each student must keep a log of the course he/she teaches, to be handed in twice over the course of the semester for evaluation. You may be asked to evaluate teaching for one other student in the class. At the end of the semester, each student must self-evaluate his/her performance, noting strengths and weaknesses, and making suggestions for improvement. Students will also be graded by direct observation of their teaching (especially noting responses to problems), and for participation in the class.

Grades will be based on:

Log	15%
Self-evaluation	15%
In-class observations (& response to suggestions)	10%
Participation	60%

RESOURCES

Suggested Readings/Materials

(Fink, 2003)(McKeachie & Svinicki, 2005)(Lang, 2008)(Filene, 2005)(Bain, 2004) (Zanna & Darley, 1987)(Koegel, 2007)(Perlman, McCann, & McFadden, 2002)(Gibbs & T. Habeshaw, 1988)(Gibbs, S. Habeshaw, & T. Habeshaw, 1988)

Bain, K. (2004). *What the Best College Teachers Do* (1st ed.). Harvard University Press.

Filene, P. (2005). *The Joy of Teaching: A Practical Guide for New College Instructors*. The University of North Carolina Press.

Fink, L. D. (2003). *Creating Significant Learning Experiences: An Integrated Approach to Designing College Courses* (1st ed.). Jossey-Bass.

Gibbs, G., Habeshaw, S., & Habeshaw, T. (1988). *53 interesting things to do in your lectures*. Technical & Educational Services.

Gibbs, G., & Habeshaw, T. (1988). *253 ideas for your teaching*. Technical and Educational Services.

Koegel, T. J. (2007). *The Exceptional Presenter: A Proven Formula to Open Up and Own the Room* (1st ed.). Greenleaf Book Group Press.

Lang, J. M. (2008). *On Course: A Week-by-Week Guide to Your First Semester of College Teaching*. Harvard University Press.

McKeachie, W., & Svinicki, M. (2005). *McKeachie's Teaching Tips: Strategies, Research, and Theory for College and University Teachers* (12th ed.). Wadsworth Publishing.

Perlman, B., McCann, L. I., & McFadden, S. H. (Eds.). (2002). *Lessons learned: Practical advice for the teaching of psychology*. Washington DC: American Psychological Society.

Zanna, M. P., & Darley, J. M. (1987). *The Compleat Academic* (p. 248). Lawrence Erlbaum Associates.

Subscription to *Tomorrow's Professor* listserv (<http://ctl.stanford.edu/Tomprof/index.shtml>)

Subscription to *Inside Higher Ed* (<http://www.insidehighered.com/>)

Mason Resources for Instructors

Center for Leadership and Community Engagement <http://clce.gmu.edu/aboutus.html>

If you want to include service learning into your class, "The Center for Leadership & Community Engagement promotes positive change and civic engagement by combining academic study, leadership development and direct community service. CLCE is your resource at GMU for leadership education and service-learning initiatives."

Center for Teaching Excellence <http://www.gmu.edu/cte/>

"The Center offers a range of support and learning opportunities for instructors across Mason's campuses. On our website you will find information specific to teaching at Mason as well as numerous resources created to sustain and enhance your teaching and learning practices, whether you are just getting started or have years of experience. We invite you to explore our workshop offerings and learn more about available programs and support."

Higher Education Program Certificate in Teaching <http://highered.gmu.edu/curricula/curr-cct.html>

The Higher Education Program offers a certificate program in college-level teaching. They have some courses that you might find of interest if you think that you may go on to teach at the college level.

Multicultural Research and Resource Center <http://mrrc.gmu.edu/>

The Multicultural Research and Resource Center (MRRC) is devoted to research on intercultural and cross-cultural inclusion and the development of curriculum that reflects the multicultural society within our local, regional, national and international community. MRRC seeks to provide students, faculty, and staff with the ability to identify the many ways that oppression impacts our communication with each other and, the skills to shift prejudicial attitudes and behavior. The Multicultural Research and Resource Center, in partnership with the National Coalition Building Institute, also offers various models of leadership to the Mason community including welcoming diversity and conflict resolution. These workshops are conducted in classrooms, and as professional development for employees and students.

The Student Technology Assistance and Resource Center (STAR) <http://media.gmu.edu/>

If you are looking to incorporate technology into your class, "The STAR(Student Technology Assistance and Resource)Center's mission is to provide opportunities for students to develop their information technology skills, presently to include Multimedia, Internet Connectivity, Video (digital and analog), Desktop Publishing, Presentation, and Web Authoring. STAR brings together technology training, skills, equipment, software, and experienced students creating a one-stop shop for students interested in learning about technology. " STAR*T training (703-993-1385, Johnson Center, Room 344) offers free multimedia application workshops throughout the semester.

Women and Gender Studies Research and Resource Center <http://wmst.gmu.edu/>

"We bridge academic course work with student development, leadership, and coalition building. We host lectures and participate in important programs such as Take Back the Night and Women's History

Month to raise awareness and promote a sense of community on campus. Learn more about our [events](#), access [Women's Studies resources](#), and get involved in [the Women's Coalition](#). Our book collection has more than 1,100 titles that includes classic feminist books from bell hooks and Simone de Beauvoir to contemporary Third Wave titles. All materials can be checked out with a valid Mason ID.”

Mason Resources for Students

Counseling Services <http://caps.gmu.edu//>

Should you find a student in your class requires psychological support, you can refer them (or walk them over to) the Counseling Center, which provides individual and group sessions to students. They also support the Learning Services Program (703-993-2999) which offers academic skill-building workshops and a tutor referral service.

Office of Disability Services <http://www2.gmu.edu/dpt/unilife/drc//>

Students who tell you that they need accommodations due to a learning or other disability should have certification from the Office of Disability Services. This office is the only unit on campus who can determine the accommodations to which a student is entitled. If you have any questions about the accommodations the student requests, the office staff is quite good at talking it through with you to determine what is in the student’s best interest that fits with the delivery of the course.

University Writing Center <http://writingcenter.gmu.edu/>

Should you have a student with writing problems, the University Writing Center provides writing services to students (both undergraduate and graduate), at no charge. If you are teaching a writing-intensive course, you may find it useful to send your students to them for consultation.